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ABSTRACT

The development of a methodology to be incorporated in a comprehensive study of academic space utilization at a multicampus community college is examined. The design and implementation of the methodology for examining academic space utilization for various instructional units such as rooms, buildings, and campuses are discussed. This preliminary study examined space utilization in an effort to develop an adequate procedure for the reporting of facility usage. Aggregation of academic space utilization data for each of the campuses provided summary college-wide information. Room and student usage was evaluated for specific periods of the day, for individual days, and for the week. Room and Student Station Utilization coefficients and a utility factor were generated for 158 rooms evaluated in the study. Overall, the college had a utility factor of .25 for classrooms and .28 for laboratories. It is suggested that with the acquisition of usage data, administrators will be able to evaluate present trends of academic facilities usage and plan effectively for the future. Summary tables of space utilization data are also provided. (Author/SF)

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THE DEVELOPMENT OF AN ACADEMIC SPACE UTILIZATION STUDY

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The Development of an Academic Space Utilization Study

ABSTRACT

The purpose of this preliminary study was to develop the methodology (data collection methods, utilization measures and reporting procedures) to be incorporated in a comprehensive study of academic space utilization at a multi-campus community college. Room and student station usage was evaluated for specific periods of the day, for individual days and for the week. Room and Student Station Utilization coefficients and a Utility factor were generated for 158 rooms evaluated in the study. In tabular format, aggregate measures of room and student station usage were presented for each building, each campus and the college.

Introduction

With the approach of the 1980's, institutions of higher education are entering a period of stabilizing student enrollment. This enrollment trend has implications for all aspects of college/university operations. However, one area in which its impact will be felt most will be in institutional justification for construction or renovation of permanent academic facilities. Particularly for publicly supported institutions operating in a formula budgeting environment, a declining growth in the number of generated full-time equivalent students (FTES) will result directly in a restricting of capital improvement funding.

With decreasing enrollment growth and increasing usage of academic facilities during the evening hours, the justification for new or expanded permanent facilities will become increasingly difficult. In view of the recent changes, it has become even more evident that efficient utilization of existing instructional space must be attained and that accurate data collection and analyses exist in regard to academic space utilization. Without an accurate reporting procedure with which to compare existing and new patterns of space utilization, achieving efficient use of current facilities is a haphazard proposition at best. In addition, the justification of new facilities becomes a difficult task without adequate data and analysis to emphasize changing needs.

This paper presents the findings of a preliminary study on academic space utilization at an urban, multi-campus community college. The intent of this preliminary study was to evaluate the design and implementation of a methodology for examining academic space utilization for various instructional units, such as rooms, buildings and campuses.

Table 1 illustrates that the subject community college has experienced a relatively higher growth rate in part-time and evening student enrollment than in the more traditional full-time, day enrollment. The impact of these enrollment changes in the attendance patterns of the students have yet to be fully ascertained; however, two aspects of these changes are speculated. One, the proportion of students attending on a part-time, evening basis will continue to increase annually, resulting from an increase enrollment of non-traditional students. Secondly, with the proportion of students enrolled part-time increasing annually, it is anticipated that the average credit hour load carried by students will continue to decline. Some preliminary data does in fact indicate that this decline in the credit hour load has occurred (Table 2). More importantly, this decline will further act to deflate the growth rate in FTES generated by the total student credit enrollment at the College.

The combined effect of these trends in regard to academic facility planning and budgeting is twofold. First, a declining growth rate in student headcount, combined with both an increase in the proportion of students attending on a part-time basis and a reduction in the credit hour load, will lead to a significant decrease in the growth of FTES enrollments. Secondly, as student headcount continues to increase, the overall usage of academic facilities will continue to increase, especially during the evening hours. As the ratio of students enrolled to FTES generated continues to increase, present permanent facilities will be over-utilized and the justification by the current formula approach, based on FTES, will become exceedingly difficult.

TABLE 1

ENROLLMENT GROWTH 1976-1978

	1976	Δ%	1977	Δ%	1978	Δ%
Full-Time	3728	--	4202	+12.7	4378	+4.2
Part-Time	7911	--	8831	+11.6	10206	+15.6
Day	7418	--	8120	+9.5	8624	+6.4
Night	4221	--	4913	+9.3	5942	+20.9
Total	11639	--	13033	+12.0	14584	+11.9

TABLE 2

AVERAGE CREDIT HOUR LOAD/STUDENT

	1975	1976	1977	1978
Headcount	10977	11639	13033	14584
Student Credit Hours	101097	96137	107567	115980
Average Student Credit Hours	9.21	8.26	8.25	7.95

Purpose

To develop an adequate procedure for the reporting of facility usage, a preliminary study of academic space utilization was conducted at Tidewater Community College using fall quarter 1977 data. The purpose of this preliminary study was to develop the measures, data collection methods, and reporting procedures for a comprehensive study of academic space utilization to be conducted using fall 1978 data. Because of a concern over the increased evening hour usage of academic facilities, the preliminary study was undertaken to develop a procedure for evaluating room and student station usage by the time of day and by the days of the week. Each day was partitioned into three academic periods: morning, afternoon, and evening. It was also desired that aggregate measures of room and student station usage be developed for each building, each campus, and the college. Finally, a general measure of academic space usage was to be developed which would allow the indexing of overall room utilization.

Methodology

In order to develop a comprehensive methodology for this preliminary study, a review of the relevant literature was conducted. The intent of this review was to identify and examine space utilization measures and procedures for the purpose of determining which utilization measures and reporting procedures would be appropriate for use in the preliminary study. From the review, it was found that two measures were typically employed in the evaluation of academic facilities usage. The first of

these measures reported time usage of academic facilities by comparing the amount of time individual units of academic space were used to the amount of time those facilities were available for use within a specific time frame. The second measure identified was typically a ratio of the number of student stations occupied to the number of student stations available during the time frame examined.

From information obtained from the literature review, and in light of the goals and objectives of the preliminary study, the following academic space utilization measures were developed:

A. Room Utilization coefficient - the ratio of the time used to the total time available for instructional activities in each classroom or laboratory. For this study, the total time used was determined by the number of minutes classes were scheduled in a classroom or laboratory. The total time available was determined by the number of minutes a room was available for instructional use. The Room Utilization coefficient can be expressed in the following manner:

$$RU_c = \frac{\Sigma (m_i)}{T}$$ where;

$\Sigma (m_i)$ = the sum of the number of minutes scheduled for each class conducted in an instructional unit within the time frame examined.

T = the total number of minutes an instructional unit was available for instructional activities within the time frame examined.

Room Utilization coefficients for buildings, campuses,

and the College were calculated by aggregating appropriate summary data for each instructional unit located in the particular academic facility evaluated.

B. Student Station Utilization coefficient - the ratio of the number of student stations occupied to the number of student stations available during the time instructional activities were scheduled in each classroom or laboratory. The number of student stations occupied was determined by the sum of the enrollments of the credit courses held within a room within the time frame examined. The number of student stations available was the product of the number of credit courses conducted in a room and the room capacity within the time frame under consideration. The Student Station Utilization coefficient can be expressed in the following manner:

$$SSU_c = \frac{\Sigma\ (e_i)}{n \times rc}$$ where;

$\Sigma\ (e_i)$ $i=1,n$ = the sum of the enrollments for each credit course conducted in the instructional unit within a specific time frame.

n = the number of credit courses conducted in the instructional unit within a specific time frame.

rc = the number of student stations located in the instructional unit.

Student Station Utilization coefficients for buildings, campuses, and the College were calculated by aggregating appropriate summary data for each instructional unit

located in the particular academic facility evaluated.

C. Utility factor - the product of the Room Utilization coefficient and Student Station Utilization coefficient; that is,

$$U_f = RU_c \times SSU_c$$

This measure provided an overall index of academic space utilization.

The data for this study were collected from a course file which related actual enrollment and scheduled meeting times of individual credit courses to classrooms and laboratories. Considered as the basic units of instructional space, data for classrooms and laboratories were analyzed separately. For this preliminary study, data analysis were conducted only in regard to permanent academic facilities; off-campus, rental space, not under institutional control, was omitted from the study. To assist in the calculation of the utilization measures, two summary tables (Figures 1 and 3) were developed which partitioned classroom and laboratory data into three academic periods for each day of the week. These formats permitted simple presentation of daily and weekly room and student station utilization measures for each instructional unit of academic space.

Employing the measures and guidelines outlined above, utilization coefficients and Utility factors were calculated from sample data representative of usage for individual classrooms and laboratories, buildings, campuses and the College. Data analyses were structured to provide utilization coefficients for both individual days and for the week. In addition, data were partitioned so that utilization

TIDEWATER COMMUNITY COLLEGE

CAMPUS:

BUILDING:

ROOM:

ROOM TYPE:

NUMBER STUDENT STATIONS:

	MONDAY			TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		TOTAL	
	Total Time Available	Total Time Used	Utilization Coefficient	Total Time Used	Utilization Coefficient	Total Time Used	Utilization Coefficient	Total Time Used	Utilization Coefficient	Total Time Used	Utilization Coefficient	Average Time Used	Utilization Coefficient
7:00 - 1:00													
1:00 - 5:00													
5:00 - 10:00													
Total													

FIGURE 1

SAMPLE: ROOM UTILIZATION CHART

TIDEWATER COMMUNITY COLLEGE

CAMPUS: VIRGINIA BEACH

BUILDING: B03

ROOM: 119

ROOM TYPE: CLASSROOM

NUMBER STUDENT STATIONS: 35

	MONDAY			TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		TOTAL	
	Total Time Available	Total Time Used	Utilization Coefficient	Total Time Used	Utilization Coefficient	Total Time Used	Utilization Coefficient	Total Time Used	Utilization Coefficient	Total Time Used	Utilization Coefficient	Average Time Used	Utilization Coefficient
7:00 - 1:00	360	240	.67	270	.75	240	.67	270	.75	240	.67	252	.70
1:00 - 5:00	240	150	.63	240	1.00	120	.50	210	.88	120	.50	168	.70
5:00 - 10:00	300	300	1.00	300	1.00	180	.50	165	.55	60	.20	201	.67
Total	900	690	.77	810	.90	540	.60	645	.72	420	.47	621	.69

FIGURE 2

SAMPLE DATA: ROOM UTILIZATION

TIDEWATER COMMUNITY COLLEGE

CAMPUS:

BUILDING:

ROOM:

ROOM TYPE:

NUMBER STUDENT STATIONS:

	MONDAY				TUESDAY				WEDNESDAY				THURSDAY				FRIDAY				TOTAL			
	Total Number Classes	Total Enrollment	Average Enrollment	Utilization Coefficient	Total Number Classes	Total Enrollment	Average Enrollment	Utilization Coefficient	Total Number Classes	Total Enrollment	Average Enrollment	Utilization Coefficient	Total Number Classes	Total Enrollment	Average Enrollment	Utilization Coefficient	Total Number Classes	Total Enrollment	Average Enrollment	Utilization Coefficient	Total Number Classes	Total Enrollment	Average Enrollment	Utilization Coefficient
7.00 1.00																								
1.00 5.00																								
5.00 10.00																								
Total																								

FIGURE 3

SAMPLE; STUDENT STATION UTILIZATION CHART

TIDEWATER COMMUNITY COLLEGE

CAMPUS: VIRGINIA BEACH

BUILDING: 803

ROOM: 119

ROOM TYPE: CLASSROOM

NUMBER STUDENT STATIONS: 35

	MONDAY				TUESDAY				WEDNESDAY				THURSDAY				FRIDAY				TOTAL			
	Total Number Classes	Total Enrollment	Average Enrollment	Utilization Coefficient	Total Number Classes	Total Enrollment	Average Enrollment	Utilization Coefficient	Total Number Classes	Total Enrollment	Average Enrollment	Utilization Coefficient	Total Number Classes	Total Enrollment	Average Enrollment	Utilization Coefficient	Total Number Classes	Total Enrollment	Average Enrollment	Utilization Coefficient	Total Number Classes	Total Enrollment	Average Enrollment	Utilization Coefficient
7:00 1:00	4	125	31.3	.89	3	90	30.0	.86	4	125	31.3	.89	3	90	30.0	.86	4	125	31.3	.89	18	555	30.8	.88
1:00 5:00	2	48	24.0	.69	2	47	23.5	.67	2	48	24.0	.69	2	47	23.5	.67	2	48	24.0	.69	10	238	23.8	.68
5:00 10:00	3	80	26.7	.76	2	47	23.5	.67	2	70	35.0	1.00	1	27	27.0	.77	1	32	32.0	.91	9	256	28.4	.81
Total	9	253	28.1	.80	7	184	26.3	.75	8	243	30.4	.87	6	164	27.3	.78	7	205	29.3	.84	37	1049	28.4	.81

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FIGURE 4

SAMPLE DATA: STUDENT STATION UTILIZATION

coefficients were determined for specific academic periods within each day and week. Utility factors were generated on the basis of weekly data and were ranked among campuses, buildings on a campus, and rooms within a building to provide additional insight. The ranking of the Utility factors allowed for easy comparision to statewide accepted measures of efficient utilization of academic space.

Results

From the sample data, the utilization of 107 classrooms and 51 laboratories within 24 buildings, located on the four campuses of the College, was evaluated. Two summary tables reflecting utilization data were generated for each of the 158 rooms included in the study. The development of summary tables highlighting the Room and Student Station Utilization coefficients and the Utility factors generated from the sample data allowed for the comparision of these utilization measures between rooms, buildings, campuses and for the College. Summary tables for the College, the campuses and individual buildings were calculated by aggregating appropriate room data.[1]

To examine the adequacy of the methodology, the significant findings pertaining to the College determined from the study are presented below. Campus profiles on academic space usage were prepared but were not included since examination of College results would be sufficient for evaluating the methodology.

The College

Aggregation of academic space utilization data for each of the

campuses provided summary college-wide information. A review of the charts summarizing college-wide usage of academic facilities indicated that average classroom and laboratory utilization was approximately equal. On an individual basis, laboratory utilization averaged 40 percent of the time available, while classrooms averaged slightly less at 39 percent. In regard to effective use of instructional areas, courses conducted in laboratories averaged a student station usage of 69 percent, as compared to 64 percent for classrooms. Average Room and Student Station coefficients varied between the campuses. Average classroom usage varied from a high of 62 percent at Campus C to a low of 24 percent at Campus D. Average student station usage for classrooms, when courses were conducted, ranged from 73 percent at Campus C to 50 percent at Campus A. Somewhat lower, laboratory usage across the College averaged only a high of 50 percent at Campus C to a low of 30 percent at both Campus B and Campus D. Student station usage of laboratories, when courses were conducted, however, was 65 percent or higher at all facilities except at Campus A, where the average was 41 percent.

Overall, the College had a Utility factor of .25 for classrooms and .28 for laboratories. Campus C had the highest Utility factor for both classrooms and laboratories of any of the facility groupings examined, .45 and .35, respectively. In regard to classroom usage, Campuses A, B and D had relatively low Utility factors, essentially because of low room utilization averages. Campus A had the lowest Utility factor for laboratory usage (.13), due to both a low average

room usage coefficient (.31) and a low average student station usage coefficient (.41). Overall, both classroom and laboratory facilities at the College appeared to have been used moderately. Average room usage among classrooms and laboratories was slightly lower than anticipated except for Campus C. Average Student Station usage was fairly consistent throughout the College except at Campus A.

From examination of classroom and laboratory utilization across academic periods, college-wide data indicated approximately equal usage during the morning and evening periods. For the entire College, room utilization averaged 44 percent of the time available for both morning and evening academic periods, while averaging only 24 percent for the afternoon period. Average laboratory usage for the College ranged from 43 percent for the morning period, 41 percent for the evening period and to 33 percent for the afternoon period. Usage of laboratory facilities averaged slightly higher than classrooms during the afternoon period. Student Station usage was high during all three periods, with the lowest average usage occurring in the afternoon period for both classrooms and laboratories.

For the College, average usage of both classrooms and laboratories across days of the week was constant except for Friday. Between Monday and Thursday, classroom and laboratory facilities were utilized college-wide an average of 42 percent. For Friday, the overall College average for both classroom and laboratory usage was 23 percent, slightly below the weekly average of 40 percent. Essentially, College data revealed that the majority of courses were being scheduled during Monday and Thursday, with a modest reduction of instruction activity occurring on Friday. Consistent with aforementioned

information, average student station utilization remained constant for every day of the week.

Overall, the data indicated that average classroom usage at the College was less than 50 percent while average student station usage was approximately 64 percent. Data representative of laboratories was quite similar. Examination of College data by academic period substantiated the *a priori* assumption that student attendance was clustering around two distinct periods, morning and evening. Average usage of classrooms and laboratories during the afternoon was somewhat lower. Across days of the week, average utilization of instructional space was significantly lower on Friday than any other day.

Discussion

From evaluation of the data, the preliminary study revealed some predominant trends in regard to the use of academic facilities at the College. Examination of the various summary charts substantiated several facility utilization trends, such as: 1) resulting from student enrollment growth, academic facility usage was highest during the morning and evening academic periods; 2) across the College, facilities were utilized very effectively during the evening academic period; 3) academic facilities were used moderately to little during the afternoon period; 4) the majority of academic facility use occurred between Monday and Thursday, with a definite decrease on Friday; and 5) laboratory usage data indicated a higher average usage than that for classrooms. The attainment and evaluation of this data allowed for the determination of quantitative information to substantiate

the various *a priori* assumptions assumed regarding the usage of academic facilities at the College and the campuses.

With the acquisition of usage data, administrators will be able to evaluate present trends of academic facilities usage. Examination of the summary charts, for individual rooms and buildings will provide for in-depth analysis. Besides evaluation of current usage, longitudinal comparison of academic space utilization data will assist in the projection of anticipated future space needs; that is, based on historical usage, the determination of whether the College, at a particular campus, will require additional classrooms or laboratories. Integrated with the College curriculum development plan, future classroom and laboratory needs can be substantiated by knowledge of current usage of present facilities. In addition, evaluation of present facilities usage can assist in the preparation of future course schedules so that facilities are used at effective and efficient levels. Particularly, the use of certain standard classrooms, such as 20, 25, and 35 student station rooms, could be evaluated to ascertain the effectiveness to which certain size rooms are being used.

From a review of the results, this preliminary study appears to have accomplished its major purpose of developing an effective set of procedures for evaluating academic space utilization. The development of simplistic, but informative, reporting procedures for room and student station utilization provided a general framework for evaluating academic space usage. From the incorporated tabular format, both room and student station usage could be evaluated on the basis of specific academic period, daily and weekly. In addition, the calculation of a utility factor allowed for the comparison of compatible units of

academic space, whether it was between rooms, buildings or campuses.

In regard to future planning and budgeting, the need for accurate space utilization information on college facilities is essential. To prepare for effective planning and budgeting for future institutional operations, college administrators must be cognizant of the predominant trends within the usage of academic space. Evaluation of both historical and current facility usage will be necessary for the projection of future academic space needs, whether it be to support existing facilities or the justification of new facilities. Relatedly, in the development of new curricula, the examination of academic space utilization will be essential in order to adequately plan course offerings and estimate curriculum enrollment capacities at each campus during the various academic periods of the day.

In addition, the development of a utility factor, which serves as an index of the level of utilization for any given unit of academic space, is beneficial because it provides decision makers with a readily recognizable and understandable measure of utilization efficiency. Since this measure is a good indicator of 'peak' and 'lag' periods, future scheduling of courses can be structured so as to attain an efficient use of academic space. Although this study did not examine the utilization of off-campus rental facilities, the design of the study does allow for such examination of facilities which are not available for instructional use on a permanent basis. Inclusion of these types of facilities would be necessary to provide a comprehensive view of instructional space utilization.

In summary, a multitude of information is available from the results obtained from the preliminary study. Among community college

administrators, the use of this information for planning and budgeting has limitless implications. In addition, the information can provide very substantial management information which can be used to evaluate effective use of academic facilities. The examination of academic usage data could be very helpful in identifying trends, which could then be used to substantiate capital outlay requests for specific facilities. As student enrollment at the commun[illegible] colleges stabilizes, acquisition of facilities utilization information will be essential in justifying the renovation or construction of academic facilities.

Footnote

[1]Copies of the summary tables are available from the authors upon request.

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GLOSSARY

RU_C: Room Utilization coefficient

SSU_C: Student Station Utilization coefficient

U_F: Utility factor

#BLDGS: Number of buildings at each campus/center containing academic classrooms or laboratories examined

#ROOMS: Number of classrooms or laboratories located within each building and/or campus

#SS: Capacity of each classroom or laboratory in number of student stations available for academic use

TABLE 3

COLLEGE SUMMARY

ACADEMIC SPACE UTILIZATION STUDY

CLASSROOM UTILIZATION BY CAMPUS

CAMPUS	#BLDGS	#ROOMS	RU_C	SSU_C	U_f	RANK
A	5	12	.40	.50	.20	(2)
B	5	45	.32	.58	.19	(3)
C	8	27	.62	.73	.45	(1)
D	3	23	.24	.62	.15	(4)
College	21	107	.39	.64	.25	

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TABLE 4

COLLEGE SUMMARY

ACADEMIC SPACE UTILIZATION STUDY

LABORATORY UTILIZATION BY CAMPUS

CAMPUS	#BLDGS	#ROOMS	RU_C	SSU_C	U_f	RANK
A	2	3	.31	.41	.13	(4)
B	5	21	.30	.71	.21	(2)
C	5	25	.50	.70	.35	(1)
D	1	2	.30	.65	.20	(3)
College	13	51	.40	.69	.28	

TABLE 5

COLLEGE SUMMARY

ACADEMIC SPACE UTILIZATION STUDY

CLASSROOM UTILIZATION BY ACADEMIC PERIOD

			MORNING			AFTERNOON			EVENING			OVERALL		
CAMPUS	#BLDGS	#ROOMS	RU_c	SSU_c	U_f	RU_c	SSU_c	U_f	RU_c	SSU_c	U_f	RU_c	SSU_c	U_f
A	5	12	.39	.47	.18	.35	.46	.16	.45	.60	.27	.40	.50	.20
B	5	45	.43	.60	.26	.15	.45	.07	.32	.62	.20	.32	.58	.19
C	8	27	.66	.77	.51	.45	.61	.27	.70	.70	.49	.62	.73	.45
D	5	23	.22	.62	.14	.14	.59	.08	.36	.62	.22	.24	.62	.15
College	23	107	.44	.66	.29	.24	.53	.13	.44	.65	.29	.39	.64	.25

TABLE 6

COLLEGE SUMMARY

ACADEMIC SPACE UTILIZATION STUDY

LABORATORY UTILIZATION BY ACADEMIC PERIOD

			MORNING			AFTERNOON			EVENING			OVERALL		
CAMPUS	#BLDGS	#ROOMS	RU_C	SSU_C	U_f	RU_C	SSU_C	U_f	RU_C	SSU_C	U_f	RU_C	SSU_C	U_f
A	2	3	.25	.52	.13	.31	.34	.11	.39	.32	.12	.31	.41	.13
B	5	21	.42	.69	.29	.20	.61	.12	.24	.91	.22	.30	.71	.21
C	5	25	.49	.75	.37	.46	.61	.28	.53	.70	.37	.50	.70	.35
D	1	2	.19	.27	.05	.18	.25	.05	.53	.99	.52	.30	.65	.20
College	13	51	.43	.71	.31	.33	.59	.19	.41	.73	.30	.40	.69	.28

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TABLE 7

COLLEGE SUMMARY

ACADEMIC SPACE UTILIZATION STUDY

CLASSROOM UTILIZATION BY DAY OF THE WEEK

			MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY			OVERALL		
CAMPUS	#BLDGS	#ROOMS	RU_c	SSU_c	U_f	RU_c	SSU_c	U_f	RU_c	SSU_c	U_f	RU_c	SSU_c	U_f	RU_c	SSU_c	U_f	RU_c	SSU_c	U_f
A	5	12	.44	.52	.23	.41	.51	.21	.44	.45	.20	.40	.51	.25	.21	.49	.10	.40	.50	.20
B	5	45	.37	.59	.22	.35	.57	.20	.35	.58	.20	.33	.57	.19	.20	.60	.12	.32	.58	.19
C	8	27	.70	.72	.50	.65	.74	.48	.69	.72	.50	.63	.73	.46	.40	.72	.29	.62	.73	.45
D	3	23	.27	.61	.16	.24	.67	.16	.31	.59	.18	.30	.60	.18	.10	.64	.06	.24	.62	.15
College	21	107	.44	.64	.28	.41	.64	.26	.44	.63	.28	.41	.63	.26	.23	.65	.15	.39	.64	.25

TABLE 8

COLLEGE SUMMARY

ACADEMIC SPACE UTILIZATION STUDY

LABORATORY UTILIZATION BY DAY OF THE WEEK

			MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY			OVERALL		
CAMPUS	#BLDGS	#ROOMS	RU_c	SSU_c	U_f	RU_c	SSU_c	U_f	RU_c	SSU_c	U_f	RU_c	SSU_c	U_f	RU_c	SSU_c	U_f	RU_c	SSU_c	U_f
A	2	3	.39	.45	.18	.25	.32	.08	.39	.32	.12	.35	.57	.20	.19	.33	.06	.31	.41	.13
B	5	21	.33	.69	.23	.35	.67	.23	.33	.73	.24	.34	.73	.25	.17	.74	.13	.30	.71	.21
C	5	25	.56	.70	.39	.54	.72	.39	.50	.70	.35	.58	.71	.41	.29	.68	.20	.50	.70	.35
D	1	2	.25	.83	.21	.57	.60	.34	.25	.83	.21	.43	.49	.21	--	--	--	.30	.65	.20
College	13	51	.44	.69	.30	.44	.68	.30	.42	.69	.29	.46	.70	.32	.23	.69	.16	.40	.69	.28